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ABSTRACT

GRADES OR AGES: Grade 4. SUBJECT MATTER: Social studies: agriculture in Australia. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit and suggestions for initiating and integrating it with the K-12 social studies program. The main text is set in four columns: content, teacher contribution and distribution, student learning activities, and resources. A sub-unit on agriculture is similar. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are included in the introductory material. Student activities are included in the main text. INSTRUCTIONAL MATERIALS: Lists of suggested materials are included in the main text, and there is also a bibliography. STUDENT ASSESSMENT: Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054101

SOCIAL STUDIES CURRICULUM DEVELOPMENT PROGRAM

Unit II-A

Economically-Geographically Similar Areas

Agriculture in Australia

4th Year

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OVERVIEW OF THE UNIT

After a semester of detailed study of the state, based upon a unifying of the six disciplines, the children are ready to apply principles to other areas of the world. Australia serves as a basis of making comparisons in agriculture. What factors do these two geographical areas have in common? How do they contrast? Children are encouraged to hypothesize about the economics of Australia in terms of its geography.

Using the precise geographical knowledge of South Dakota as a basis of understanding the economy and effects upon the people, children will gain information and collect data on Australia. With insight into relationships, children will be able to generalize, to make tentative judgments, and to apply knowledge in new situations. Groundwork is laid for positive attitudes toward people of another culture.

Recommended length of unit: 3 weeks.

TO THE TEACHER:

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or post-holing, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing. Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources

of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

Steps for moving from Social Studies Guidelines, K-12, to daily procedures in the classroom:

Step I. Select several appropriate basic concepts from the six social sciences.

HISTORY

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by the winds of change.
2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.
3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.

ANTHROPOLOGY

1. Human beings are more alike than they are different. Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior, not differences in biological structure, type of blood, or any other genetic inheritance.
2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.
3. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting material and products.

SOCIOLOGY

4. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

POLITICAL SCIENCE

3. Political ideals, values, attitudes, and institutions develop and change over a period of time.

ECONOMICS

3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.
4. Mankind is faced with decisions for production, uses of resources, goods and services, and the distribution of products.

GEOGRAPHY

5. The nature and conditions of the earth influence people, but cultural achievements and the ability to think cause people to be able to modify the environments to suit their purposes.

Step II. Translate the broad concepts into specific ones by using the content.

1. Agricultural roles and methods change with the development of technology.

2. Self-sufficient cultures tend to maintain their cultures and economics.
3. Agriculture in South Dakota and Australia have more likenesses than differences.
4. Specialization is not always a characteristic of agricultural life.
5. Agricultural communities develop cultural patterns according to types of farming.
6. If climatic conditions remain predictable, agricultural communities tend to have stability in attitudes and values.
7. Technological developments have made it possible for those involved in agriculture to become more involved in cultural and political pursuits.
8. People in rural and urban areas are interdependent.
9. Production and distribution are economic factors that constitute intelligent behavior of those involved in feeding the peoples of the world.
10. Geographic factors control many decisions in agricultural areas.
11. Man is now able to modify some factors in his environment.

Step III. Channel from the specific concepts the general objectives that provide direction for teaching the unit.

Attitudes

To help children develop an accepting attitude toward differences in cultures (Australian/South Dakota; urban/rural)
To help children understand the meaning of interdependence in terms of feelings toward others
To encourage children to vocalize their feelings upon finding a modern society in Australia
To help children build a positive attitude as well as meaning of the concept conservation

Knowledge

To increase in depth the meaning of the concept latitude, especially applied to the southern hemisphere
To present a first understanding of the concept of longitude in relation to South Dakota and Australia
To understand how agricultural tools and machinery must be created imaginatively and then, designed, constructed, tested, produced in quantities, marketed, and used (This understanding may indicate some historical developments and changes.)
To understand how roles of family members in an agricultural society might have been different, but how agricultural technology has reduced the differences
To use information from many sources to solve problems by applying power of reasoning and critical thinking
To make comparisons and contrasts of facts and make inferences about these likenesses and differences regarding the economy of Australia
To relate pioneer efforts of the two areas

Skills

To maintain and reinforce the skills of relating latitude to locations in the northern hemisphere; to practice the skill of locating by longitude
To use the study skills implied in understanding the purposes of the table of contents and an index

To use a variety of sources to gain statistics, to gather facts, to learn viewpoints of several authors--books, films, magazines, resource people, charts, maps, diagrams
To organize in some logical sequence the knowledge needed to help solve problems raised by the children
To locate continents, countries, states, cities, mountains, lakes, rivers that are pertinent to the discussions in this unit
To grow in ability to make comparisons
To apply skills taught in reading and language areas
To grow in ability to work with others or alone as a situation demands

Step IV. Refine general objectives into specific objectives that guide daily planning.

1. To organize a body of information about Australia in such a way that relationships of the geography, the economy, and the society of the country have meaning to each learner.
2. To be able to use the knowledge about South Dakota and Australia to make comparisons and contrasts.
3. To continue to build the concept <u>conservation</u>.
4. To see the application of principles of change in the lives of agricultural South Dakota and Australia.
5. To create and nurture attempts to express values, how they are created, and the meanings.

<u>PERFORMANCE CRITERIA</u>

1. The learner will read map symbols of direction, cities, mountains, rivers, coastal indentations, rainfall distribution, population distribution, latitude and longitude and be able to translate them accurately in making statements about South Dakota, the United States, North America, and Australia, e.g.
   a. Australia lies approximately between 15° and 40° south latitude.
   b. South Dakota lies approximately between 27° and 47° north latitude.
   c. The great dividing range of mountains in Australia lies along the eastern edge of the continent.
   d. The dividing ranges, the Rocky Mountains, lie in the western part of the United States.
   e. The United States has 48 states within the borders ("contiguous" or "touching" states) and 2 states, Alaska and Hawaii, beyond the borders.
   f. Australia is made up of five states: Western Australia, Northern Territory, South Australia, Queensland, and New South Wales.
2. The learner can make gross measurements on the map (with pencil, tip of finger, or with ruler) to estimate mileage according to the legend used on a given map, e.g.
   a. 1 inch = 450 miles
   b. The distance across Australia, at the Tropic of Capricorn is 5 1/4 inches
   c. If 1 inch = 450 miles, then 5 1/4 inches = 5 x 450 miles or 2250
      1/4 x 450 miles or $112\frac{1}{2}$
      $2362\frac{1}{2}$
      Therefore, across Australia from east to west is approximately 2362 1/2 miles.

3. By locating South Dakota (or a city on a precise degree of latitude) a learner can point out and name locations in comparable (or precise) latitudes--both north and south latitude.
4. Before seeking information from any source a child can predict likenesses and differences about Australia and South Dakota according to geographical information. (Location of mountains, direction of prevailing winds, and rainfall relationships must be known.)
5. The child can name and describe the geographical factors that have led to diversified farming.
6. Each learner can chart comparisons (or contrasts) of farming methods, crops, production figures and living conditions of South Dakota and Australia.
7. Each learner is able to make relevant remarks in discussions about wheat farming and grazing both in South Dakota and Australia.
8. In his own language each learner will express his concept of conservation by summarizing agricultural practices of strip farming, terracing, contour plowing; by describing the means of flood control and irrigation; and by applying conservation practices to the success of agricultural cultures.
9. The child spontaneously uses new vocabulary in daily discussion and written practices, but will demonstrate mastery by writing sentences using these words in context of the unit:

conservation	plow	plateau	equator
terracing	drag	latitude	Tropic of Capricorn
irrigating	fertile	longitude	temperature
drill	erosion		

10. Each learner will demonstrate his skills by preparing a brief oral report (Indian reservations, Blackfellows, Pioneer Homes, From Wheat to Bread...) as follows:
    a. Using more than one source of information
    b. Discarding irrelevant sentences
    c. Organizing information into some sensible order
    d. Stating a conclusion or a generalization
11. Each learner will identify common farm machinery and tell in one sentence the major purpose of each piece.
12. Each learner will describe his father's (uncle's, grandfather's) work and tell how (if it does) it relates to agriculture.
13. Each learner (solo, in groups, or class) will make or contribute to some activity that shows a unifying of the learnings:
    a. A scrapbook
    b. A "TV documentary"
    c. An original play

Suggested Ways to Initiate the Unit

Idea 1

Environmental enrichment. Have maps, globes, flat pictures and a bulletin board with current agricultural news. (The Sunday editions of newspapers are very helpful.)

On the large South Dakota map have only the natural features that are to be identified in review. Underneath the map (or above) put the caption SOUTH DAKOTA: AN AGRICULTURAL STATE. Review the work "agricultural" by building related words:

agriculture (ager = acre or field); (culture or cultivation)
agricultural
agriculturist ("one who cultivates acres or fields" or extended meaning of agriculturist is "one who cultivates the soil, produces crops, or raises livestock")
agronomy--a study dealing with field crops and soil management
agronomist--a specialist who deals with field crops and soil management

List statements such as--
1. South Dakota is an agricultural state because _____
2. Agricultural products in South Dakota include _____, _____, _____
3. Our county agent may be called an agronomist.

Move toward finding lands that might also be described as "agricultural". Begin discussion of what is required for a land to be a successful agricultural area that produces crops that are similar to those produced in South Dakota:

distance from the equator (Latitude)
rainfall
growing season
altitude

Make a comparative table:

Agricultural Needs	South Dakota	Australia	...?
Latitude Rainfall Growing season Altitude			

Idea 2

Play review game of locating cities, towns, rivers, or specific points by north latitude. Launch immediately into teaching of south latitude.

Idea 3

Plan a pre-test based on what students learned about agriculture in South

Dakota. Provide each one with a map of a "new" state-a fictitious one. Give a series of facts:

40° north latitude
26" annual rainfall (moderate in summer months)
120 days of growing season
1000' altitude

Ask children to name crops that could be raised as they create any more facts about the "new" state.

Idea 4

Have an "Australian" bulletin board which emphasizes likeness in relation to South Dakota -- farm scenes grazing scenes daily living of people

Do NOT put a caption on the bulletin board or identify location. Ask children to make statements about this land.

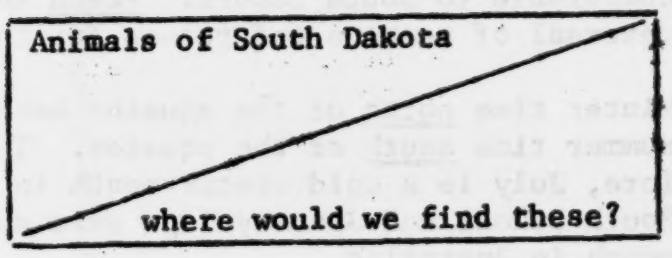
After a series of sentences have been recorded on the board, generalize about the country. Where might this country be located? Search the globe and eliminate unlikely countries (irrelevant to data)

Guess names of possible countries. List on board and ask children to check out information.

Before the next day put the caption on the bulletin board: Which country am I? (Later, as children verify their answers and agree, put up a new caption: I am Australia.)

Idea 5

Use the bulletin board for Animals of South Dakota and Animals of Australia.



Use as a review of prehistoric animals in South Dakota. Account for differences in Australian animals--location, climate.

What other differences might we find?

Content	Teacher Contribution & Distribution
<u>Review</u> Geographical information about South Dakota 1. Location a. by latitude b. by relationships 1) other states 2) the United States 3) North America 2. Place geography a. Rivers b. Mountains (Black Hills) 3. Winds 4. Altitude 5. Topography 6. Climate	Review of the unit on South Dakota with emphasis on geography as a basis for comparative facts to be used later in relation to Australia. Review facts in form of a map game.
Concept of <u>latitude</u> illustrated with ready examples--both north and south.	Give children practice in restating generalizations concerning geographical relationships in South Dakota.
Concept of <u>longitude</u> illustrated with ready examples.	Ask a recorder to place the generalization on the board. Review the meaning of north and south latitude and practice locations. Give some emphasis to locating Australia as comparable to South Dakota. <u>Teach</u> the reversal of seasons and reason for this: Winter time <u>north</u> of the equator becomes summer time <u>south</u> of the equator. Therefore, July is a cold winter month in South Dakota and January is a warm summer month in Australia. Use the globe and models of relationship to show why this is true. Present the concept of <u>Longitude</u>. Prepare several analogies with the simplest one capturing the interest of children needing the most help: 1. Time change at the Missouri River in our state. 2. Timing the splash-down of astronauts. 3. Reasons for variety of "time" in airports.

Student Learning Activities	Resources
State knowledge of the state in game review form, e.g., play relay game for place geography. 1. Two teams line up facing the map (or two blank maps on which locations will be made). 2. At a given signal a leader calls out a river, a dam, a lake... and the first members of the two teams see who can locate the place first. The winner earns a point. 3. The next two members compete, and so on, until all locations are practiced. 4. Total scores for each team and declare a winner.	A large wall map that has no names or two maps for places to be marked.
State review of some generalizations developed while teaching the semester of <u>South Dakota</u>, e.g., 1. The varied land forms of South Dakota make possible a variety of uses. 2. The rainfall patterns in South Dakota causes people to grow a variety of crops.	
Practice with the globe-<u>revolution</u> of the earth until some basic concept is formed. Practice verbalizing the reversal of seasons in terms of several locations south of the equator: 1. It's late fall in Rapid City, but late spring in Sydney. 2. It's the middle of the winter in Murdo, but the middle of summer in Perth.	Globes Models of earth-sun relationships
Learn vocabulary by using words in class discussion and practice sentences: Longitude Circumference Prime meridian Time belts	

Content	Teacher Contribution and Direction
	Teach: meaning of longitude prime meridian (as opposed to parallels) 25,000 miles circumference and 24-hour relationship at equator time "belts" calendars ("where days begin") (avoid term International Date Line)
	Teach scientific locations by latitude and longitude. ___ is ___° N. latitude, ___° E. longitude ___ is ___° N. latitude, ___° W. longitude
AUSTRALIA	
I. Location	Turn attention and emphasis to Australia during the practice sessions with emphasis upon likenesses to the United States and South Dakota.
II. Geographical factors A. Compared to the United States B. Compared to South Dakota C. Contrasted with the United States and South Dakota 1. Mountains 2. River systems 3. Kinds of soil 4. Prevailing winds	
III. Agriculture A. Early methods (South Dakota, the U.S., early cultures, Australia) B. Science and Agriculture 1. Knowledge about soil 2. Machinery 3. Livestock Breeds of cows, sheep, horses, hogs 4. Crops, plants C. Government and Agriculture 1. Laws 2. Education 3. Services	Encourage children to hypothesize likeness and differences in products of Australia, activities of people, development of urban centers, the future of the "down-under" continent. Following the discussion, plan questions together that relate to how Australia and South Dakota might be alike and how (and why) there are differences. (The latter will refer to historical and cultural differences due to early colonization.) Help children organize and plan study activities, alternated with committee studies and reports, individual assignments, projects, and discussions. If children have had experiences with teacher-pupil planning, they can help in the following: Decide on some major and minor questions to serve as a focus for the unit, e.g.: If Australia and the United States are alike, would my family like to live there?

Student Learning Activities	Resources
Play games of location, including north and south latitude and east and west longitude.	
Superimpose the map of Australia on one of the United States drawn to the same scale. Make statements of comparative sizes.	Globe Map of Australia Map of the United States
Hypotheses (expect them in child language) If Australia and the United States are nearly the same size and in comparable latitudes, does Australia support the same size population? If a population like that in the United States existed in Australia, could the land support the people? If mountains, rainfall, land, and prevailing winds have "X" relationships, where can we expect to find most of the people in Australia?	See Bibliography at end of unit.
Questions raised by children for definite study and reference to multimedia: 1. How do people in Australia earn a living? 2. Why are the important cities along the coast?	

Content	Teacher Contribution and Direction

Minor Interest Questions

What determines where families live?

1. Plan a bibliography and resources to be used. Children can list the books and put them "on reserve" on the reading table.

2. Bring together all resources available - a film on Australia, film strips, pictures, library books, tapes and introduce them to children to increase motivation, to provide resources for groups, or to show differing viewpoints on Australia.

Plan and pace time carefully to allow

1. Reading time
2. Searching time and exploring sources of information about Australia, agriculture, conservation
3. Group work periods
4. Individual time for pursuit of special interests
5. Work time to produce the products (Maps, dioramas, pictures, illustrations, murals, bulletin boards, transparencies, tapes)

Break so that the total class is involved when

1. Teaching some facts that need to be clinched for all children.
2. Practicing of skills that all children need:
   a. Generalizing
   b. Drawing conclusions
   c. Inferring meaning
   d. Writing
   e. Speaking
   f. Listening
3. Personal presentations that add to the basic unit
   a. Resource guests
   b. Teacher's research and study information
4. Introducing new concepts.
   a. Longitude
   b. Conservation
5. Other students are making their contributions to the class.

Student Learning Activities	Resources

3. What are the chief foods of the Australian people?
4. What are some surprising differences South Dakotans would find in Australia?
5. What new plans are Australians making for a better country?

Related Activities

1. Study independently to answer questions.
2. Work in committees on chosen questions.
   a. Plan reports on information
      1) Posters
      2) Dioramas
      3) TV telecasts
      4) Panels
3. Picture collections to illustrate
   a. Farming in Australia
   b. Cities in Australia
   c. Outback life
   d. The Great Barrier Reef
4. Keeping up with the news
   a. What are current happenings in Australia?
5. Preparing tapes to be played to the class
   a. Read excerpts that add to class information
   b. Record the climax of a story about Australia
6. Map Study
   Have one group study how to read a rainfall map. Apply this information to South Dakota and Australia as the committee teaches the class. (Felt maps are one suggestion.)
7. Soil Study
   Perhaps one group will volunteer to illustrate differences in kinds of soil in South Dakota and explain uses and economic values of each. Compare and contrast fertility of land in Australia.
   (Review glacial soil origin.)
8. Conservation
   How do South Dakota people modify and improve the natural gifts we have--soil and water?
   How are Australians using their soil?
   What improvements do they plan?

Film Encyclopaedia Britannica

Australia (2 reels) Rental $3.00 from University of Minnesota, Audio-Visual Extension Service, 2037 University Avenue, S.E.

Australia: The Land and The People (1 1/2 reels), Rental $2.25

Content	Teacher Contribution and Direction
	Discuss ways of putting information about South Dakota into a summary: **A comparative table?** **In a written form?** **An oral presentation?** **Pictorial form?**

Student Learning Activities	Resources

9. Uses of farm machinery in South Dakota and Australia preparing the soil, planting the seed, harvesting the grain, related uses of machinery.

10. A study of animal breeding
    Reports on how our farmers combat diseases, improve health of animals, change animals to produce quality products.
    a. Sheep
    b. Cattle
11. Understanding cooperative agencies that help agricultural efforts
    A. Resource people come to the class
       Weather reports
       County Agents
       4-H Members
       Conservation Corps
    B. Farm organizations
12. Field trip to an agricultural center

Present a summary of the unit according to method agreed upon
1. News broadcast (or telecast)
2. A program
3. A scrapbook reviewed
4. An exhibit

Sub-Unit to be Related to

Unit II--A, Agriculture in Australia

CONTENT	TEACHER ACTIVITIES THAT PROVIDE GUIDANCE AND DIRECTION FOR STUDENTS (EVALUATION INCLUDED)
I. An agricultural region is that because certain conditions and nature make it so.	Develop conditions that are necessary for an agricultural region.
A. The lay of the land is an influencing factor.	Prepare for use with the class a transparency that will show the physical features of South Dakota.
B. Rainfall is an influencing factor.	Have a child listen to T.V. to find out the moisture to date. Bring a rainfall map of South Dakota that is found in the paper. Develop the idea that rainfall can be shown on a map.
C. Latitude is an influencing factor.	Prepare a Teaching tape (text is included in material) and worksheet to go with it. This will help the children see latitude as they do the worksheet. The idea of a need for some tool to help locate a spot is developed. After latitude is taught relate this to an agricultural region through discussion.

LEARNING ACTIVITIES THAT INVOLVE STUDENTS	RESOURCES
	Filmstrips: McGraw-Hill Co. U. S. Geography Studies Series "Central Farming Region: Food for the Nation." "The Great Plains: From Green to Gold."
	Film: "What Plants Need to Grow." ordered from Lake Region Planning Center.
Learn to read a physical map.	Transparency of a physical map of South Dakota.
Make a physical map of South Dakota.	Books: King, Rederick M., Dorothy K. Brachen, Margaret A. Sloan, Regions and Social Needs. Laidlaw Brothers, 1968.
	Samford, Clarence, Edith McCall, and Floyd Cunningham. You and Regions Near and Far. Chicago: Benefic Press, 1964.
	Hagaman, Adaline P., and Thomas J. Durell, People and Resources of the Earth. New York: Harper and Row, Publishers, 1964.
Learn to read a rainfall map.	Rainfall map of South Dakota. This type of map can be found in: A Beginning Activity-Soil and Water Conservation. 4-H 23. Cooperative Extension Service, South Dakota Ex-State University, Brookings, S. D. and U. S. Department of Agriculture.
Discuss the crops that are grown with the amount of rainfall received in South Dakota.	
Listen to the teaching tape on latitude. Do the worksheet that goes with it.	Listening tape.
	Books: Schnieder, Herbet and Nina, Science in our World. D. C. Heath and Co., Regions and Social Needs.
Find certain latitudes on the globe.	
Discuss the relationship of latitude to agriculture.	

CONTENT	TEACHER ACTIVITIES THAT PROVIDE GUIDANCE AND DIRECTION FOR STUDENTS
D. Soil is an influencing factor to an agricultural region.	Show the importance of soil with the children. Make a list of common items used every day. Trace the origin of the item. E.G. Shoes-department store, shoe factory, tannery (where leather is made from cowhides), packing plant (where animals are slaughtered), stockyard (where farmers bring their animals for sale), farm (where the cow is produced), corn, oats, hay, and other feeds which the cow eats (grown on the farm) - SOIL This activity could be used by forming groups. This may require research and will turn up some interesting information.

LEARNING ACTIVITIES THAT INVOLVE STUDENTS (EVALUATION INCLUDED)

Discuss the importance of soil by tracing the origin of everyday items. Form groups to find the origin of: bread, honey, milk, cotton blouse, paper, etc. Report to the class by making a chart or by preparing a relay story. Each group member should tell a part of the story.

Bring samples of soil and label them.

Prepare a report on "What is Soil?"

RESOURCES

Booklets and Pamphlets:

Soil and Water Conservation Projects and Activities. A Guide for 4-H Club Leaders. United States Department of Agriculture, PA-377, 1961.

The Story of Soil. (Booklet A, The Science Series), free from:
Swift and Company
Agricultural Research Division
Chicago, Illinois 60604

Conserving Our Natural Resources. A 4-H Leader's Guide. United States Department of Agriculture, PA-614.

Teaching Soil and Water Conservation. A Classroom and Field Guide. United States Department of Agriculture, Soil Conservation Service, 1957, PA-341.

Our American Land, Use the Land Save the Soil, United States Department of Agriculture, Soil Conservation Service. Agriculture Information Bulletin 321.

Books:

Soil (paperback-taken from Searching in Science) American Book Company, 1965.
Communities at Work.

Filmstrips:

"The Story of Bread" SVE.

CONTENT	TEACHER ACTIVITIES THAT PROVIDE GUIDANCE AND DIRECTION FOR STUDENTS (EVALUATION INCLUDED)
II. People in an agricultural region have modified the environment by developing methods and tools.	
A. Man has developed conservation practices.	Show how wind and water wear away the soil by demonstrating. Discuss and use word vocabulary that the students should become familiar with: erosion, conservation, strip farming, windbreak or shelter belt, terracing, contour farming, etc.
B. Man has developed tools. (Machines)	

LEARNING ACTIVITIES THAT INVOLVE STUDENTS

Form committees to present various conservation practices.
This will involve research.

The opaque projector should be used to see "Changes on the Farm."

RESOURCES

Film: "Great Plains Land of Risk." ordered from Lake Region Planning Center."

Books:

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CONTENT	TEACHER ACTIVITIES THAT PROVIDE GUIDANCE AND DIRECTION FOR STUDENTS
IV. The people living in the rural regions depend upon urban areas and people living in urban areas depend on people of the rural areas.	Prepare students for field trip to elevator, and to an implement company. Discuss things to look for. Confirm visit with managers of the businesses, parents, and administration.

LEARNING ACTIVITIES THAT INVOLVE STUDENTS	RESOURCES
Farm machines offer an excellent opportunity for classifying. Group the machines into: Preparing the soil Planting the seed Harvesting the grain Other uses. Make charts of the machines.	Jennings, Dana Close, Days of Steam and Glory. Aberdeen, South Dakota: North Plains Press, 1968. Pamphlets and Booklets: Land of Plenty, 1959. from Farm Equipment Institute 608 S. Dearborn Street Chicago 5, Illinois Pamphlets of machines from local implement companies. Webster Businesses are: Day County Implement Company South Main Garage Batie Implement Company Saylor Implement Company
An excellent opportunity for observation and data processing when the students discuss their father's job. Draw pictures of their fathers at work.	
View film: It Takes Everyone to Build the Land.	Film: It Takes Everyone to Build the Land.
Visit the elevator and implement company. Discuss a local newspaper. Notice ads and relationship to agriculture.	Books: Follett, Exploring Regions Near and Far Filmstrips: The Country Community Series Encyclopaedia Britannica Films Chicago, Illinois 60611 7741 A Rural Village 7742 School in the Country 7743 The New Fire Engine 7746 A County Fair Local newspaper - Reporter and Farmer Song: "The Farmer is the Man".

CONTENT	TEACHER ACTIVITIES THAT PROVIDE GUIDANCE AND DIRECTION FOR STUDENTS
V. The person living in an agricultural region has many roles.	Prepare the students for a field trip to the farm. Guide them in setting up a few essential rules of conduct. Have permission slips signed by the parents and returned. Make full advantage of the observation opportunities on the trip. Prepare checksheet to be sent along. Follow up by one of the following: 1. An oral discussion will give children a chance to compare their respective observations and bring out highlights. Discuss the checksheet. 2. Each child could draw or paint a picture to show a phase of the trip which he regarded as significant. Some could write about it. 3. Simple dramatic play. 4. Organize information in various ways. Scrapbooks, charts, written records and reports and chronological picture strips. Evaluate the field trip: Were the questions on the checksheet answered as well as could be expected? _____ Could the children have learned this by not going on the trip? _____ What new questions did the trip raise in mind? _____ Was the trip satisfactory to you? ____ How well did the students behave on the trip? _____
VI. The people of an agricultural region have certain attitudes and values.	The Vocational Agriculture teacher should be very helpful . . .Ask him to speak to the class or have him arrange a student to visit the class. Prabably the student will be a member of FFA. Find out if you have a 4-H member in your room.

LEARNING ACTIVITIES THAT INVOLVE STUDENTS	RESOURCES
Visit the farm and evaluate the trip. Discuss the worksheet.	Communities at Work.
Make a list of the jobs and/or roles the farmer has.	Filmstrips: The Country Community Series Encyclopaedia Britannica Films 7745 Living on a Farm 7747 An American Farmer
	Pamphlets: Tommy Looks at Farming. Free from Public Relations Dept. The B. F. Goodrich Co. Akron, Ohio
Hear talk from County Agent on the need of education and importance of education to farming.	Filmstrip: The Country Community Series 7746 A County Fair
Hear a talk from a FFA member or a 4-H member explaining the purposes of the clubs.	Resource people. 4-H Notebooks.

EVALUATION

I. Student Self-evaluation
   A. "I can't be stumped on locating rivers, cities, plains, Badlands, Black Hills, major lakes in South Dakota".
   B. "I can locate any place you name by giving the degrees of north or south latitude".
   C. "I can read maps by using the legend".
   D. "I understand what we mean by the source and the mouth of a river".
   E. "I can explain my ideas and information about South Dakota and Australia to my classmates".
   F. "I have learned to listen to questions and know what kind of answer I should be figuring out".

II. Teacher Evaluation of Students
   A. Children are learning a variety of listening skills--listening to each other, listening to tapes, listening to recordings, listening to directions.
   B. Children are supplying more thoughtful answers to questions.
   C. Children raise questions of their own.
   D. Children are learning (with the exception of Willis, Sandra, Evelyn, and Ross) to ask questions of their own when we plan together.
   E. About half of the class can use a number of textbooks, reference books, filmstrips, and tapes to gain information.
   F. Only about 20% of the students know how to use both the table of contents and the index independently.
   G. Objective tests show about a 75% mastery of basic facts used in the unit.
   H. Only two or three more able students (Lois, Connie, and Dave) are successful with acceptable written reports.
   I. Postholing and review seem to provide time for slower students to develop some mastery over such concepts as latitude and longitude.

III. Teacher Self-evaluation
   A. Can I help children to be more highly motivated through planning together?
   B. Why do so many children have such low ability in expressing differences when we contrast two regions?
   C. What devices can I use to make small-group work yield better results?
   D. I must work toward more fluent expression with Rod, Jeff, Marilyn, Todd, Scott and Bruce.
   E. Can I be more patient about helping children see relationships?
   F. I will observe children more closely during the next unit for application of <u>conservation</u> understanding as used in the classroom.

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   Then and Now on the Great Plains (Then and Now Series in the United States)
   The Country--Community Series

2. SVE
   Conservation (Our Land and Its Story)
   The Story of Bread

3. South Dakota State Highway Department
   Fare Thee West
   Legend of the Sioux

4. McGraw-Hill
   The Great Plains: From Green to Gold

5. DeKalb Hybrid Seed Company
   The Story of Hybrid Seed Corn

6. Bureau of Reclamation
   The Missouri

PAMPHLETS

United States Department of Agriculture
   Soil Erosion--Soil Conservation Service
   The Work of Uncontrolled Water
   The Soil that Went to Town
   Use the Land, Save the Soil
   Our American Land
   Teaching Soil and Water Conservation, A Classroom Field Guide
   Conserving our Natural Resources, 4-H Leader Guide
   Soil and Water Conservation Projects

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Game, Fish, and Parks, Pierre, South Dakota
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RESOURCE PEOPLE

County Agents
Veterinarian
Four-H Club members
Farm Bureau members

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HAIL! SOUTH DAKOTA

Hail! South Dakota, a great state of the land,
Health, wealth, and beauty, that's what makes her grand;
She has her Black Hills, and mines with gold so rare,
And with her scen'ry, no state can compare.

Come where the sun shines, and where life's worth your while,
You won't be here long, 'till you'll wear a smile
No state's so healthy, and no folk quite so true,
To South Dakota, we all welcome you.

Hail! South Dakota, the state we love the best,
Land of our Fathers, Builders of the West;
Home of the Badlands, and Rushmore's ageless shrine.
Black Hills and Prairies, Farmland and Sunshine.